

Overview of the Idaho Five Star Rating System



Dr. TJ Bliss

Director of Assessment and Accountability

tjbliss@sde.idaho.gov

The Star Rating System

- Evaluate school performance using multiple measures, including achievement, growth, and postsecondary and career readiness
- Appropriately and equitably account for all Idaho students
- Reward schools and create incentives for improvement
- Provide easily understood information to education stakeholders about school performance

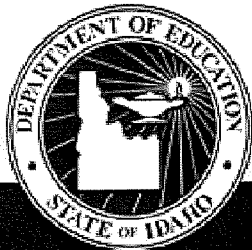
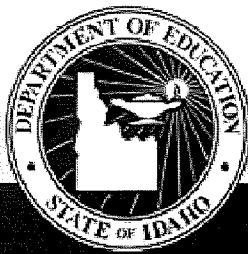


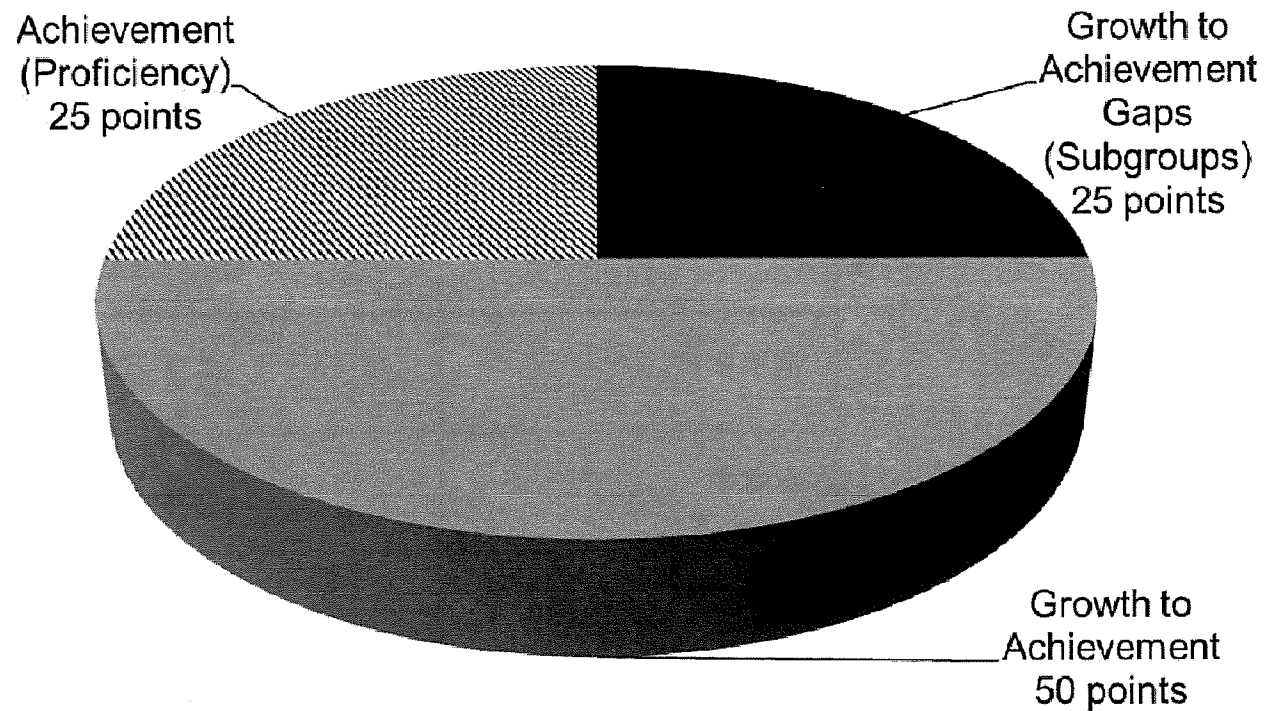
Table 15
Star Rating Point Range

Star Rating	Total Point Range
*****	83-100
****	67-82
***	54-66
**	40-53
*	≤39

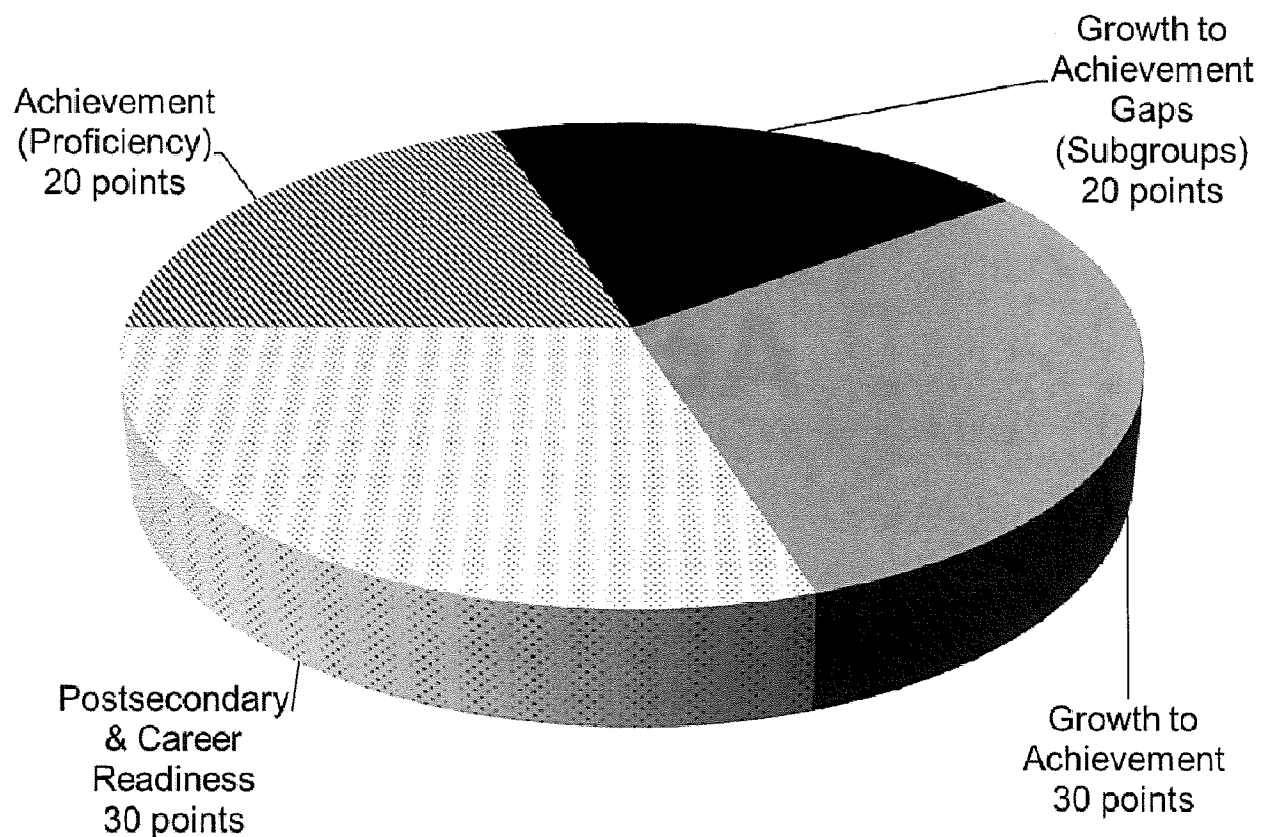
(p. 87, Idaho ESEA Flexibility Waiver)



Elementary and Middle Schools



High Schools Serving Grade 12



Achievement



- Account for student performance toward academic standards on the ISAT and ISAT-alt
- Reading, Language Usage, and Mathematics
- Based on percentage of students at or above proficiency
- Only students who take the ISAT or ISAT-alt are included in this metric



Table 5
Achievement Points Eligible

Percent Proficient and Advanced	Points Eligible
95% - 100%	5
84% - 94%	4
65% - 83%	3
41% - 64%	2
≤ 40%	1

(p. 74, Idaho ESEA Flexibility Waiver)



Translating Achievement Points into Star Points

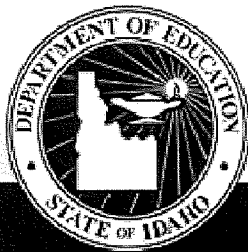


Table 6
Achievement Point Distributions

Achievement	Points Earned	Points Eligible	N	% Proficient	% Advanced	Total %
Reading	4	5	100	50	40	90
Language Usage	3	5	100	40	30	70
Mathematics	4	5	100	35	45	80
Total	11	15				
Percentage of Points	$11/15 = 73\%$ $Total/15 = X\%$					
Total Points Awarded	$73\% * 20 = 15$ $X * 20 \text{ (Schools with Grade 12)}$ $X * 25 \text{ (All other Schools)}$ $73\% * 25 = 18$					

(p. 75, Idaho ESEA Flexibility Waiver)

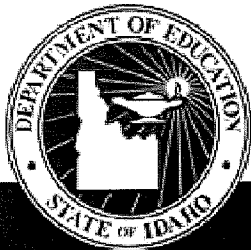


Growth to Achievement



Student Growth Percentile (SGP)

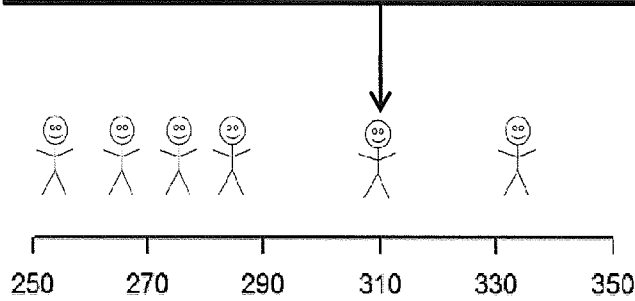
- Normative measure of individual student growth
- Whole number from 1-99
- Test scores over two or more grade levels
- Answers the question:
 - “What is the percentile rank of a student compared to all Idaho students with similar score histories?”
- Example:
 - A student earning an SGP of 70 grew as much or more than 70 percent of his or her academic peers.



Student Growth Percentile (SGP)

What is the percentile rank of a student's score compared to students with similar score histories?

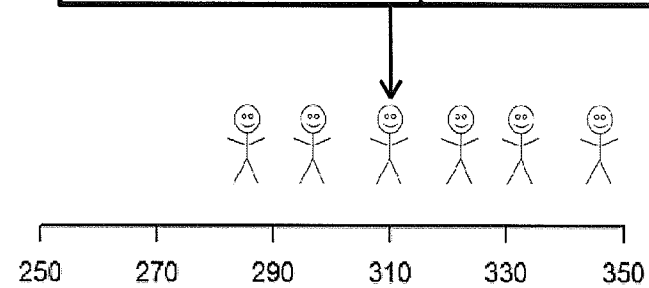
Percentile Rank = 75
This student's grade 4 score is at or above 75 percent of his academic peers.



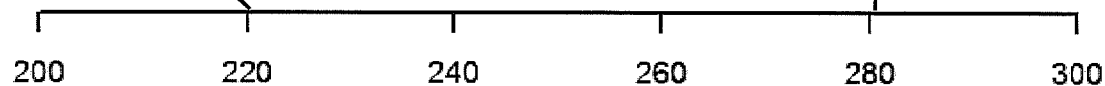
Current Grade 4



Percentile Rank = 42
This student's grade 4 score is at or above 42 percent of his academic peers.



Current Grade 4



Initial Grade 3

Adequate Growth Percentile (AGP)

- A criterion-referenced measure relative to proficiency
- Whole number from 1-99
- Measures how far away a student is from proficiency
- Answers the question: “How much growth would a student have to make to reach proficiency in 3 years or by 10th grade?”



Median SGP (MSGP)

- Describes the average/typical growth status of students in a single school
- Calculated by rank-ordering SGPs for all students in a school and selecting the middle number (median)

NOT a statewide median!



Adequate Growth Flowchart

**DID THE SCHOOL MEET THE ADEQUATE GROWTH PERCENTILE?
SGP \geq AGP?**

**Yes, met Adequate Growth Percentile
(SGP \geq AGP)**

Median Student Growth Percentile (SGP)	Points
66-99	5
52-65	4
43-51	3
30-42	2
1-29	1

**No, did not meet Adequate Growth Percentile
(SGP<AGP)**

Median Student Growth Percentile (SGP)	Points
70-99	5
61-69	4
51-60	3
36-50	2
1-35	1

(p. 77, Idaho ESEA Flexibility Waiver)



Translating Growth to Achievement Points into Star Points



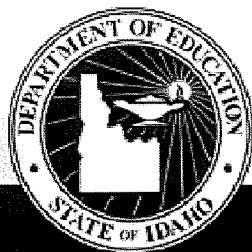
Table 8
Growth to Achievement Distributions

Growth to Achievement	Points Earned	Points Eligible	N	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?
Reading	5	5	100	68	32	Yes
Language Usage	3	5	100	44	24	Yes
Mathematics	4	5	100	68	73	No
Total	12	15				
Percentage of Points	$12/15 = 80\%$ $\text{Total}/15 = X\%$					
Total Points Awarded	$80\% * 30 = 24$ $X * 30 \text{ (Schools with Grade 12)}$ $X * 50 \text{ (All other Schools)}$ $80\% * 50 = 40$					

(p. 78, Idaho ESEA Flexibility Waiver)

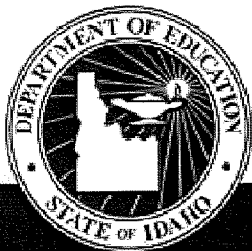


Growth to Achievement At-Risk Subgroups



At-Risk Subgroup

- Free and Reduced Lunch Eligible Students (FRL)
- Students with Disabilities
- Limited English Proficient Students (LEP)
- Minority Students
 - American Indian/Alaskan Native
 - Asian
 - Black/African American
 - Hawaiian/Other Pacific Islander
 - Hispanic/Latino
 - Two or more races



Adequate Growth Flowchart

**DID THE SCHOOL MEET THE ADEQUATE GROWTH PERCENTILE?
SGP ≥ AGP?**

**Yes, met Adequate Growth Percentile
(SGP ≥ AGP)**

Median Student Growth Percentile (SGP)	Points
66-99	5
52-65	4
43-51	3
30-42	2
1-29	1

**No, did not meet Adequate Growth Percentile
(SGP < AGP)**

Median Student Growth Percentile (SGP)	Points
70-99	5
61-69	4
51-60	3
36-50	2
1-35	1

(p. 77, Idaho ESEA Flexibility Waiver)



Translating Growth to Achievement At-Risk Subgroup Points into Star Points



Table 9
Growth to Achievement Subgroups Distribution

Growth to Achievement At-Risk Subgroups	Points Earned	Points Eligible	N	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?
Reading	5	20 5	100	68	32	Yes
Language Usage	3	20 5	100	44	24	Yes
Mathematics	4	20 5	100	68	73	No
Total	12	60 15				
Percentage of Points	$12/15 = 80\%$ $\frac{\text{Total}}{\cancel{60}} = X\%$					
Total Points Awarded	$80\% * 20 = 16$ $X * 20 \text{ (Schools with Grade 12)}$ $X * 25 \text{ (All other Schools)}$ $80\% * 25 = 20$					

(p. 80, Idaho ESEA Flexibility Waiver)



Postsecondary and Career Readiness



Postsecondary and Career Readiness

- Graduation Rate (prior year)
- College Entrance Exams
 - SAT, ACT, COMPASS
- Advanced Opportunities
 - AP, IB, Dual Credit, Tech Prep



Graduation Rate

$$G = c_{st}^{\text{long}} = \frac{g_{st}}{g_{st} + d_{st}^{12} + d_{s(t-1)}^{11} + d_{s(t-2)}^{10} + d_{s(t-3)}^9}$$

Where

- G = graduation rate.
- c_{st}^{long} = four-year completion rate for state s at year t .
- g_{st} = number of high school completers at year t .
- d_{st}^{12} = number of grade 12 dropouts at year t .
- $d_{s(t-1)}^{11}$ = number of grade 11 dropouts at year $t-1$.
- $d_{s(t-2)}^{10}$ = number of grade 10 dropouts at year $t-2$.
- $d_{s(t-3)}^9$ = number of grade 9 dropouts at year $t-3$.

(p. 81, Idaho ESEA Flexibility Waiver)



Graduation Rate

Table 10

Graduation Rate Eligible Points

Prior year graduation rate is used (e.g. 11-12 grad rate is used for 12-13 Star Rating).

Graduation Rates	Points Eligible
90% - 100%	10
81% - 89%	8
71% - 80%	6
61% - 70%	4
≤ 60%	2



(p. 82, Idaho ESEA Flexibility Waiver)

College Entrance Exams

- Includes only juniors in a school who take the SAT, ACT, or COMPASS exams during 11th grade
- Does not include all juniors on the class roster
- Points based on students meeting established benchmarks
- ACCUPLACER Diagnostic Test cannot be used for Star Rating because no benchmarks scores exist
- ACCUPLACER Placement Test cannot be used for Star Rating because this test is only given in 12th grade



College Entrance Exams Benchmarks

Compass	Writing Skills	Reading-English	Math-Algebra	ACT	English	Math	SAT	Reading-English	Math	Writing
ESEA Waiver Recommended Benchmarks	77	88	52	21	18	22	1550	500	500	500
COMPASS Benchmark	77	85	52	ACT Bench-mark	18	22	SAT Bench-mark	500	500	500

(p. 83, Idaho ESEA Flexibility Waiver)



College Entrance Exams

Table 12

College Entrance/Placement Exit Exam Eligible Points

Year 1 - School Year 2012-2013	
Percent of Students Meeting College Entrance or Placement Benchmark*	Points Eligible
25% - 100%	5
20% - 24%	4
15% - 19%	3
10% - 14%	2
< 10%	1

(p. 84, Idaho ESEA Flexibility Waiver)



College Entrance Exams

Year 2 - School Year 2013-2014	
Percent of Students Meeting College Entrance or Placement Benchmark*	Points Eligible
35% - 100%	5
30% - 34%	4
25% - 29%	3
20% - 24%	2
<20%	1

(p. 84, Idaho ESEA Flexibility Waiver)



College Entrance Exams

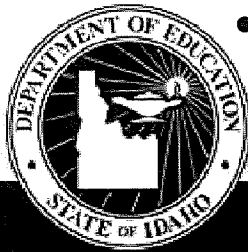
Year 3 - School Year 2014-2015	
Percent of Students Meeting College Entrance or Placement Benchmark*	Points Eligible
45% - 100%	5
40% - 44%	4
35% - 39%	3
30% - 34%	2
< 30%	1

(p. 84, Idaho ESEA Flexibility Waiver)



Advanced Opportunities

- Includes percent of all junior and seniors who complete an advanced opportunities course:
 - Advanced Placement
 - International Baccalaureate
 - Dual Credit
 - Tech Prep
- Also includes percent of students who pass an advanced opportunities course with a “C” or better grade
- Percent is based on # of students who pass divided by # of students who complete



Advanced Opportunities

Table 13

Advanced Opportunities Eligible Points

Only juniors and seniors who complete are included here

Advanced Opportunity Eligible Points	Percent Completing an Advanced Opportunity Course with C or better				
<i>Percent Completing Advanced Opportunity</i>	90%-100%	75%-89%	60%-74%	40%-59%	≤ 39%
50% - 100%	5	5	3	2	1
25% - 49%	5	4	3	2	1
16% - 24%	4	4	3	2	1
6% - 15%	3	2	2	1	1
≤ 5%	1	1	1	1	1



All juniors and seniors on roster are included here

(p. 85, Idaho ESEA Flexibility Waiver)

Translating Postsecondary and Career Readiness Points into Star Points



Table 14
Overall Points for Postsecondary and Career Readiness Measures

Postsecondary and Career Readiness	Points Earned	Points Eligible	Total %
Graduation Rate (50%)	8	10	80%
College Entrance/Placement Exams (25%)	2	5	40%
Advanced Opportunities (25%)	3	5	60%
Total	13	20	
Percentage of Points on Weighted Total	13/20 = 65% Total/20 =X%		
Total Points Awarded	$65\% * 30 = 20$ <div style="display: inline-block; vertical-align: middle; margin-left: 20px;"> X * 30 (Schools with Grade 12) N/A (All other Schools) </div>		

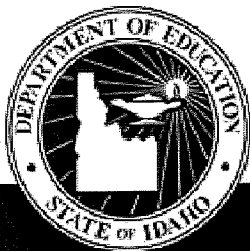


(pp. 85-86, Idaho ESEA Flexibility Waiver)

Participation



- All schools must have at least a 95% ISAT participation rate for all students, including all subgroups.
- Participation < 95% will result in a 1-star reduction, with a maximum 3 Star Rating possible.
- Participation is determined by dividing the number of students assessed on the spring ISAT by the number of students reported on the class roster file in ISEE.



Star Rating Determination



Table 15
Star Rating Point Range

Star Rating	Total Point Range
*****	83-100
****	67-82
***	54-66
**	40-53
*	≤39

(p. 87, Idaho ESEA Flexibility Waiver)

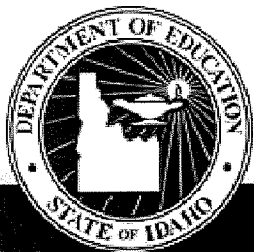


Table 16
Example Overall Rating Chart for a School with Grade 12

Accountability Measures	Points Achieved	Points Eligible	Star Rating
Achievement	10	20	
Growth to Achievement	20	30	
Growth to Achievement Gaps	10	20	
Postsecondary and Career Readiness	25	30	
TOTAL	65	100	***
Participation Rates	Were at least 95% of students tested?	Yes	***
STAR RATING	Three Star		

(p. 87, Idaho ESEA Flexibility Waiver)

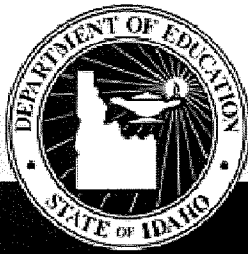


Table 17
Example Overall Rating Chart for a School without Grade 12

Accountability Measures	Points Achieved	Points Eligible	Star Rating
Achievement	20	25	
Growth to Achievement	40	50	
Growth to Achievement Gaps	20	25	
TOTAL	80	100	****
Participation Rates	Were at least 95% of students tested?	No, star rating drops 1	***
STAR RATING	Three Star		

(p. 88, Idaho ESEA Flexibility Waiver)



Annual Measurable Objectives (AMOs) and At-Risk Achievement Gaps (AAGs)



AMOs

- Operate separately from Star Rating System
- Annual determinations regarding whether schools have met specific targets for each ESEA accountability subgroup
- Produced for each core content area (Reading, Math, Language Arts)



Current AMO Targets

Table 24
AMO Targets

Subject	Current 2011-12 AMOs for AYP	Gap to 100%	Yearly Increase (Half of Gap/6 years)	2011-12 Goal	2012-2013 Goal	2013-2014 Goal
Reading	85%	15	1.3	85%	86%	88%
Mathematics	83%	17	1.4	83%	84%	86%
Language Usage	75%	25	2	75%	77%	79%

(p. 123, Idaho ESEA Flexibility Waiver)



Proposed AMO Targets: Reading

	2012	Final Goal	Difference from 2012 to 2018	Annual Rate of Change Required	<u>Reading</u> Annual Measurable Objectives					
					2013	2014	2015	2016	2017	2018
All Students	89.8%	94.9%	5.1%	0.9%	90.7%	91.5%	92.4%	93.2%	94.1%	94.9%
African American	77.6%	88.8%	11.2%	1.9%	79.5%	81.3%	83.2%	85.1%	86.9%	88.8%
Asian	89.0%	94.5%	5.5%	0.9%	89.9%	90.8%	91.8%	92.7%	93.6%	94.5%
American Indian	78.1%	89.1%	11.0%	1.8%	79.9%	81.8%	83.6%	85.4%	87.2%	89.1%
Hispanic	81.0%	90.5%	9.5%	1.6%	82.6%	84.2%	85.8%	87.3%	88.9%	90.5%
Native Hawaiian /Pacific. Islander	90.0%	95.0%	5.0%	0.8%	90.8%	91.7%	92.5%	93.3%	94.2%	95.0%
White	91.9%	96.0%	4.1%	0.7%	92.6%	93.3%	93.9%	94.6%	95.3%	96.0%
Limited English Proficiency	56.1%	78.1%	22.0%	3.7%	59.8%	63.4%	67.1%	70.7%	74.4%	78.1%
Economically Disadvantaged	85.2%	92.6%	7.4%	1.2%	86.4%	87.7%	88.9%	90.1%	91.4%	92.6%
Students with Disabilities	54.0%	77.0%	23.0%	3.8%	57.8%	61.7%	65.5%	69.3%	73.2%	77.0%

Proposed AMO Targets: Math

	2012	Final Goal	Difference from 2012 to 2018	Annual Rate of Change Required	<div>Math</div> <div>Annual Measurable Objectives</div>					
					2013	2014	2015	2016	2017	2018
All Students	81.7%	90.9%	9.2%	1.5%	83.2%	84.8%	86.3%	87.8%	89.3%	90.9%
African American	61.5%	80.8%	19.3%	3.2%	64.7%	67.9%	71.1%	74.3%	77.5%	80.8%
Asian	85.2%	92.6%	7.4%	1.2%	86.4%	87.7%	88.9%	90.1%	91.4%	92.6%
American Indian	65.0%	82.5%	17.5%	2.9%	67.9%	70.8%	73.8%	76.7%	79.6%	82.5%
Hispanic	69.2%	84.6%	15.4%	2.6%	71.8%	74.3%	76.9%	79.5%	82.0%	84.6%
Native Hawaiian /Pacific. Islander	81.0%	90.5%	9.5%	1.6%	82.6%	84.2%	85.8%	87.3%	88.9%	90.5%
White	84.7%	92.4%	7.7%	1.3%	86.0%	87.3%	88.5%	89.8%	91.1%	92.4%
Limited English Proficiency	45.5%	72.8%	27.3%	4.5%	50.0%	54.6%	59.1%	63.7%	68.2%	72.8%
Economically Disadvantaged	75.2%	87.6%	12.4%	2.1%	77.3%	79.3%	81.4%	83.5%	85.5%	87.6%
Students with Disabilities	37.7%	68.9%	31.2%	5.2%	42.9%	48.1%	53.3%	58.5%	63.7%	68.9%

Proposed AMO Targets: Language Arts

	2012	Final Goal	Difference from 2012 to 2018	Annual Rate of Change Required	Language Annual Measurable Objectives					
					2013	2014	2015	2016	2017	2018
All Students	77.9%	89.0%	11.1%	1.8%	79.7%	81.6%	83.4%	85.3%	87.1%	89.0%
African American	61.9%	81.0%	19.1%	3.2%	65.1%	68.3%	71.4%	74.6%	77.8%	81.0%
Asian	81.2%	90.6%	9.4%	1.6%	82.8%	84.3%	85.9%	87.5%	89.0%	90.6%
American Indian	57.5%	78.8%	21.3%	3.5%	61.0%	64.6%	68.1%	71.7%	75.2%	78.8%
Hispanic	62.4%	81.2%	18.8%	3.1%	65.5%	68.7%	71.8%	74.9%	78.1%	81.2%
Native Hawaiian /Pacific. Islander	80.5%	90.3%	9.8%	1.6%	82.1%	83.8%	85.4%	87.0%	88.6%	90.3%
White	81.5%	90.8%	9.3%	1.5%	83.0%	84.6%	86.1%	87.7%	89.2%	90.8%
Limited English Proficiency	32.7%	66.4%	33.7%	5.6%	38.3%	43.9%	49.5%	55.1%	60.7%	66.4%
Economically Disadvantaged	69.8%	84.9%	15.1%	2.5%	72.3%	74.8%	77.4%	79.9%	82.4%	84.9%
Students with Disabilities	36.2%	68.1%	31.9%	5.3%	41.5%	46.8%	52.2%	57.5%	62.8%	68.1%

AAGs

- Operate separately from Star Rating System
- Annual determinations regarding whether or not schools have achievement gaps greater than those set during the baseline period in which Focus Schools were established
- Gap comparison is between non-at-risk subgroup and at-risk subgroup
- Produced for each core content area (Reading, Math, Language Arts)



AAG Targets

- Defined as threshold or point difference between the non-at-risk students and the at-risk students in terms of the percentage of students at or above proficient in each content area.

Subject	Maximum Allowable Gap
Reading	38 percentage points
Math	39 percentage points
Language Usage	54 percentage points

(p. 16, 2013 Star Rating Business Rules)



Rewards and Sanctions



Differentiated System of Recognition, Accountability, and Support

1. Differentiated levels of rewards, sanctions, and consequences
2. The WISE Tool Improvement Planning process
3. Diagnostic reviews to assess local capacity
4. A Statewide System of Support that utilizes tiered levels of intensity and state intervention.

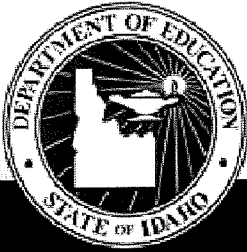


Table 20

Rewards and Sanctions Overview – School Level

Districts	Five Star	Four Star	Three Star ⁵	Two Star ^{**}	One Star
Recognition & Rewards	Eligible for Recognition and Rewards	Eligible for Recognition	Not eligible	Not eligible	Not eligible
WISE Tool	Continuous Improvement Plan (Optional unless school misses the AMO for their At-Risk subgroup or has an achievement gap between their At-Risk subgroup	Continuous Improvement Plan (Optional unless school misses the AMO for their At-Risk subgroup or has an achievement gap between their At-Risk subgroup	Continuous Improvement Plan	Rapid Improvement Plan	Turnaround Plan
Statewide System of Support Services	Optional	Optional	Optional	Participation Required	Participation Required

(p. 93, Idaho ESEA Flexibility Waiver - adapted)



Reward Schools

- Highest Performing Schools
- High-Progress Schools

See pages 132-134 of the ESEA Flexibility Waiver



Improvement Schools

- Focus Schools
- Priority Schools

See pages 135-175 of the ESEA Flexibility Waiver



AMO and AAG Improvement

- Each 4 or 5 Star school identified as missing AMO or AAG targets 2-years in a row will be considered to be in “AMO/AAG Continuous Improvement.”
- Such schools will be required to submit to their districts SMART goals addressing the AMO/AAG deficiencies.
- Districts will be responsible for ensuring and reporting that each school has submitted sufficient SMART goals.
- Schools will have access to the WISE Tool for submitting SMART goals to their districts.
- The SDE will not be approving AMO/AAG SMART goals, but districts may need to provide evidence that goals have been received, reviewed, and supported.



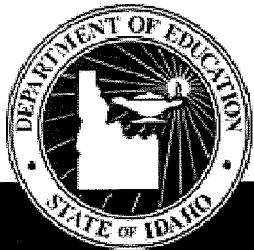
View Your Results

<https://apps.sde.idaho.gov/Accountability/ReportCard>



Access Your Data

<https://apps.sde.idaho.gov/Accountability/Appeals>



Questions?

Star Rating Determinations

Dr. TJ Bliss

Director of Assessment and Accountability

tjbliss@sde.idaho.gov

Rewards and Sanctions

Greg Alexander

Director of Statewide System of Support

galexander@sde.idaho.gov

